

North Carolina
NCRLAP
Rated License Assessment Project
Conducting assessment to improve quality

Home Assessments Frequently Asked Questions Training **Resources** About Us

NCRLAP Resources, Files, And Helpful Links

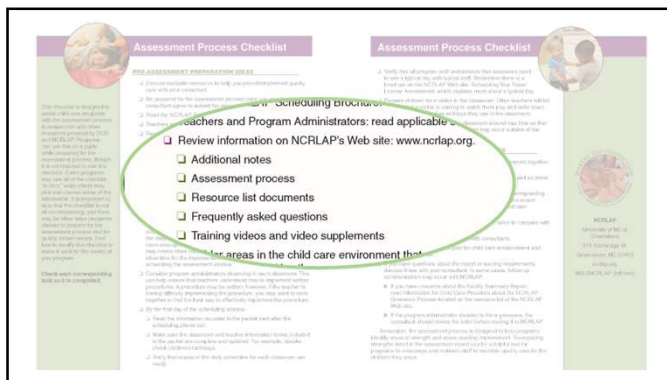
NCRLAP Resources

Top 5 Most Requested Resources

1. About the assessment process (video)
2. Volunteer training
3. Scheduling and other best health considerations (video)
4. Assessment process checklist
5. ECDRS-R The easy area (webcast, user Adobe Flash)

Assessment information

1. About the assessment process (video)
2. About the assessment process in NC (unscripted video)
3. Assessment process checklist
4. Books in poor shape
5. COVID Care (visual) CHART
6. Considering appropriate images in books & pictures
7. ECDRS-R Item 22 Blocks, Indicator 3.1
8. ECDRS-R Database and county scores
9. ECDRS-R The easy area (webcast, user Adobe Flash)
10. ECDRS-R Assessment Process Information
11. ECDRS-R Database and county scores
12. ECDRS-R Study: General information



Assessment Process Checklist

THE ASSESSMENT PREPARATION IDEAS

1. Develop a plan to help you prepare for the assessment. This plan should include the following:

- a. Review the assessment process and the assessment process checklist.
- b. Review the assessment process and the assessment process checklist.
- c. Review the assessment process and the assessment process checklist.

2. Review the assessment process and the assessment process checklist.

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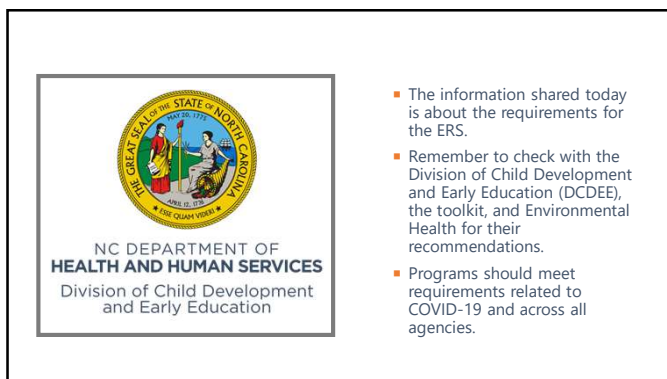
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THE GREAT SEAL OF THE STATE OF NORTH CAROLINA
1776
AND BY THE CONSTITUTION
1789
WE PRODUCE THIS SEAL
AND IT IS THE
EMBLEM OF OUR
LIBERTY AND
INDEPENDENCE

NC DEPARTMENT OF
HEALTH AND HUMAN SERVICES
Division of Child Development
and Early Education

- The information shared today is about the requirements for the ERS.
- Remember to check with the Division of Child Development and Early Education (DCDEE), the toolkit, and Environmental Health for their recommendations.
- Programs should meet requirements related to COVID-19 and across all agencies.

Assessment process



DCDEE sends a request for assessment to NCRLAP



Scheduling phone call and 4-week window set



Observations occur



Assessment Report written



Report reviewed by DCDEE consultant

What next?



Review assessment reports



Share with staff



Celebrate strengths



Plan for areas that need improvement

Definitions of different age groups

Infants

- Birth through 11 months

Toddlers

- 12 months through 30 months
- Child-sized furnishings
- Materials that offer more challenge

2-year-olds:

- ITERS-R- if half or more of the children are 30 months and younger
- ECERS-R- if more than half of the children are 31 months or older

[illegible]



Much of the day

Most of the time children are awake and not involved in routine care

Children need **access** to materials and furnishings for **much of the day**

No long periods when children do not have access

Be mindful of non mobile infants



Substantial portion of the day

Calculating Substantial Portion of the Day

Program hours	1/3 of program hours
4	1 hour 20 minutes
4.5	1 hour 30 minutes
5	1 hour 40 minutes
5.5	1 hour 50 minutes
6	2 hours
6.5	2 hours 10 minutes
7	2 hours 20 minutes
7.5	2 hours 30 minutes
8	2 hours 40 minutes
8.5	2 hours 50 minutes
9	3 hours

Access to specific materials, spaces, or activities for **one-third of the day**

Based on program's **operating hours**

Affects **11** indicators



Weather permitting

Understand the Weather

Wind Chill

- 30% of all parents report that they have a child who has been exposed to cold weather.
- 15% of all parents report that they have a child who has been exposed to cold weather.
- 10% of all parents report that they have a child who has been exposed to cold weather.
- 5% of all parents report that they have a child who has been exposed to cold weather.

Heat Index

- 10% of all parents report that they have a child who has been exposed to heat.
- 5% of all parents report that they have a child who has been exposed to heat.
- 5% of all parents report that they have a child who has been exposed to heat.
- 5% of all parents report that they have a child who has been exposed to heat.

Child Care Weather Watch

Wind Chill Factor Chart (in Fahrenheit)

Wind Speed (mph)	Temperature (°F)	Wind Chill (°F)
1	32	31
2	32	30
3	32	29
4	32	28
5	32	27
6	32	26
7	32	25
8	32	24
9	32	23
10	32	22
11	32	21
12	32	20
13	32	19
14	32	18
15	32	17
16	32	16
17	32	15
18	32	14
19	32	13
20	32	12
21	32	11
22	32	10
23	32	9
24	32	8
25	32	7
26	32	6
27	32	5
28	32	4
29	32	3
30	32	2
31	32	1
32	32	0
33	32	-1
34	32	-2
35	32	-3
36	32	-4
37	32	-5
38	32	-6
39	32	-7
40	32	-8
41	32	-9
42	32	-10
43	32	-11
44	32	-12
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94	32	-62
95	32	-63
96	32	-64
97	32	-65
98	32	-66
99	32	-67
100	32	-68

Heat Index Chart (in Fahrenheit)

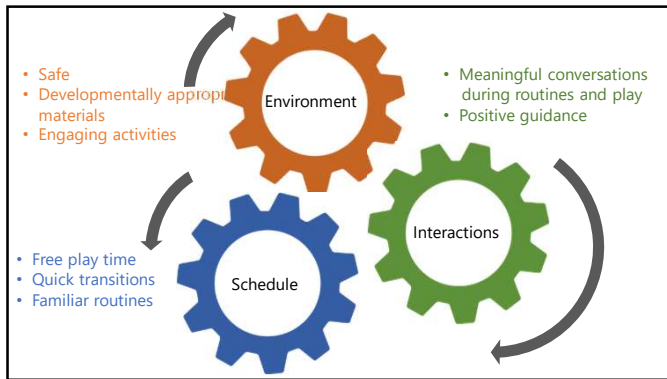
Relative Humidity (%)	Temperature (°F)	Heat Index (°F)
10	80	78
20	80	76
30	80	74
40	80	72
50	80	70
60	80	68
70	80	66
80	80	64
90	80	62
100	80	60
10	70	68
20	70	66
30	70	64
40	70	62
50	70	60
60	70	58
70	70	56
80	70	54
90	70	52
100	70	50
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80	60	44
90	60	42
100	60	40
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10	20	18
20	20	16
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40	20	12
50	20	10
60	20	8
70	20	6
80	20	4
90	20	2
100	20	0
10	10	8
20	10	6
30	10	4
40	10	2
50	10	0
60	10	-2
70	10	-4
80	10	-6
90	10	-8
100	10	-10
10	0	6
20	0	4
30	0	2
40	0	0
50	0	-2
60	0	-4
70	0	-6
80	0	-8
90	0	-10
100	0	-12

Have a system in place to check current weather

Provide clear policies to staff and parents

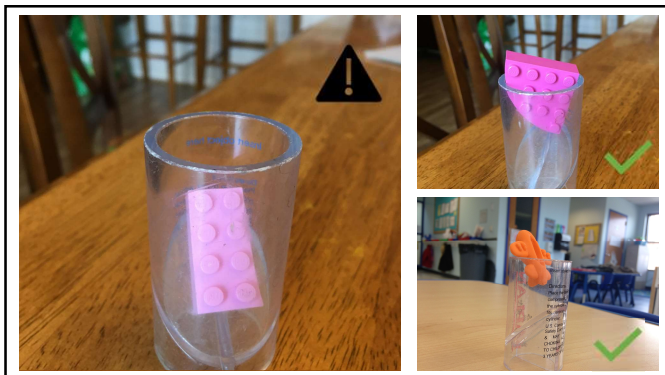
Ensure appropriate clothing for all types of weather

Adjust scheduled outdoor time when needed

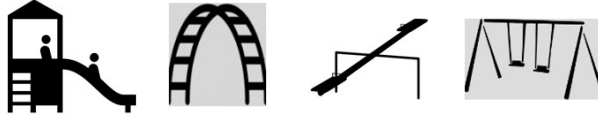


Safe environments indoors and outdoors

- Check for potential choking and suffocation hazards
- Toxic substances stored out of reach and not used with children nearby
- Electrical outlets covered
- Age appropriate materials gross motor equipment
- Adequate cushioning under gross motor equipment
- Sufficient fall zone around gross motor equipment



Gross motor play and equipment



Protective surfacing is intended to cushion falls and prevent serious injuries from any equipment used indoors and outdoors. The depth of a consistent type of surfacing required is based on the fall height of the equipment, which is the height of the highest designated play surface on the equipment. Equipment having a fall height of 18 inches or less is not required to have protective surfacing; however, no equipment should be placed over concrete, asphalt, stone, concrete tile, or similar hard surfaces. Common indoor surfaces (such as rugs, landing mats, or carpet) and common outdoor surfaces (such as grass or dirt) are not adequate cushioning for gross motor equipment with a height greater than 18 inches, even when the equipment is not anchored.

Equipment Type	Requirements for Protective Surfacing		
	Fall height more than 18 inches to under 4 feet	Fall height 4 feet to under 7 feet	Fall height 7 to 10 feet
Wood mulch, wood chips, double shredded bark mulch, pea gravel	Depth of 6 inches required	Depth of 6 inches required	Depth of 9 inches required
Flare and coarse sand	Depth of 6 inches required	Depth of 12 inches required	Depth of 12 inches required
Manufactured tiles, poured-in-place, shredded tires, etc.)	Must meet ASTM F1232 standard (documentation required for rubber surfacing or for rubber mulch installed at a lower depth than specified for other types of loose-fill surfacing)		

Fall or Use Zones are the area around and under gross motor climbing, sliding, upper body, or swinging equipment where protective surfacing is required to prevent injury from falls. The fall or use zone should be cleared of items that children may fall into or run into. Requirements for adequate fall or use zones described in the table below are applied only to equipment with a fall height more than 18 inches unless other device safety concerns related to where children could fall are noted. However, equipment placement is an important safety consideration for all gross motor equipment and no equipment should be placed so that children fall onto or run into any hard objects when using the equipment regardless of height.

Equipment Type	Requirements for Fall or Use Zones for children ages 2-23 months
Climbing, sliding, and upper body equipment	Must extend a minimum of 4 feet in all directions. Assessment should measure depth of protective surfacing in any area of the use zone surrounding the equipment.
Single axis swings (to-front)	Front and rear: 2 times the length of pivot point to ground - this area may not overlap with the use zone of another structure. Support structure: 4 feet to side.
Tire swings	Front and rear: 2 times the length of pivot point to swing seat - this area may not overlap with the use zone of another structure. Support structure: 4 feet to side.
Tire swings (multi-axis)	Distance around length of pivot point to the top of the tire plus 4 feet in all directions - this area may not overlap with the use zone of another structure. Support structure: 4 feet to side.
Embarkment slides	Do not need resilient surfacing along length of slide or platform unless this is elevated more than 18 inches. Exit region requires a semi-circle shaped use zone with a diameter of 6 feet at the end of the slide.

Supplemental Safety Information for Children Ages 6-23 months

Search for safety information related to equipment that is not specifically required by the standards. Equipment that is not specifically required by the standards may be used in a play area, but it must be used in a way that does not create a safety hazard. Equipment that is not specifically required by the standards may be used in a play area, but it must be used in a way that does not create a safety hazard. Equipment that is not specifically required by the standards may be used in a play area, but it must be used in a way that does not create a safety hazard.

Equipment Type	Requirements for Fall or Use Zones for children ages 6-23 months
Climbing, sliding, and upper body equipment	Must extend a minimum of 3 feet in all directions in areas where a use zone is required. Assessors should measure depth of cushioning in the following areas: access points, slide exits, and on any side of a piece of equipment that does not have a protective barrier or a wall within 3 inches of that side.
Single axis swings (to-front)	Front and rear: 2 times the length of pivot point to ground - this area may not overlap with the use zone of another structure. Support structure: 3 feet of clear space to side.
Tire swings	Front and rear: 2 times the length of pivot point to swing seat - this area may not overlap with the use zone of another structure. Support structure: 3 feet of clear space to side.
Tire swings (multi-axis)	Rotating or multi-axis tire swings are not recommended for children 6 through 23 months, however, there are tire swings that are made specifically for this age group that do not rotate. If these are observed, apply use zone requirements for single axis swings.
Embarkment slides	Do not need resilient surfacing along length of slide or platform unless this is elevated more than 18 inches. Exit region requires a semi-circle shaped use zone with a diameter of 3 feet at the end of the slide.

Equipment Spacing and Placement must allow children to circulate around or fall from play structures with ease, and permit adults to have easy access to the children who are using the equipment. At least 2 feet of clear space must be maintained around the equipment with a fall height of more than 18 inches. Therefore, play structures should be placed on a flat, level surface with a minimum of 2 feet of clear space around the equipment.

Play matters

"The gift of play is that it invites us to create without attachment, explore without a destination, and enjoy without complexity."

-Vince Gowmon

Materials



Infants: easy to hold, stimulate senses, allow for cause and effect



Toddlers: dump and fill, push/roll/pull, help to problem solve, ride on toys



Preschool: allow to use imagination, offer more of a challenge



Books



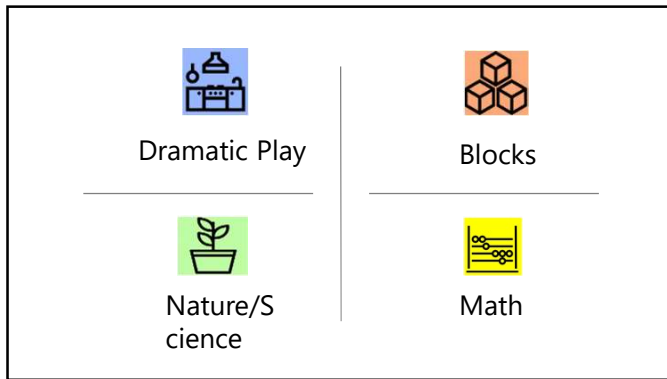
Fine Motor



Art



Music and Movement



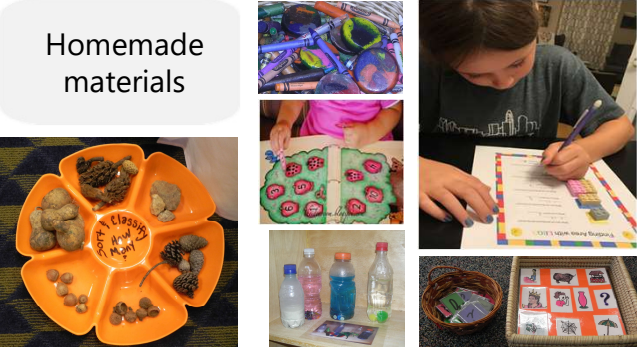
Item 20, indicator 5.1
Many and varied art materials accessible for SPOD

Five categories considered:

- Drawing materials (required)
- Paints
- Three-dimensional materials
- Collage materials
- Tools



Homemade materials



Language is important



Stimulates brain connections and development



Builds a relationship

Language opportunities



- What animal is that?
- You are trying to fit the puzzle piece into the spot.
- What color is the turtle?
- How does that puzzle work?

Language opportunities



- What do you think will happen if we put these on top?
- Why?
- How did you decide which one to put next?
- How tall are you going to build your tower?

Language cont.

What do you
need to do so
your blocks won't
fall over?



Language cont.

How did you
make those
colors?



Language cont.

What do you
think is
happening in
this picture?



Language prompt examples

Open ended: "How does that work?" "What is happening?"

Prediction: "What do you think will happen?"

Deduction and interpretation: "What do you think of this?" "Why did that happen?"

Thought process: "What do you need to do so it won't fall over?"
"How are those materials different?"



North Carolina Rated License Assessment Project



Contact information:

1-866-362-7527

www.ncrlap.org

ncrlap@uncg.edu

References

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